Niveau(x) d'enseignement: 4 Numéro EDUQ : 9870818
Centre d'intérêt: 260

Individual paths for learning students aged 16-18 : security in the work place / Direction générale des programmes, Direction de l'adaptation scolaire et des services complémentaires. -- [Québec] : Ministère de l'éducation, c1988.
54 p. : ill. ; 28 cm.

La couv. porte en outre: Québec schools, meeting individual needs.
Code: 16-1541-01A ; 0889-549.

ISBN 2-550-14498-8

Vedette(s)-secondaire(s): Québec (Province) Direction de l'adaptation scolaire et des services complémentaires

---

Descripteur(s): Adaptation scolaire * Apprentissage individualisé * Sécurité au travail * Activité d'apprentissage * Guide pédagogique * Secondaire (Ordre d'enseignement)

Le guide pédagogique est destiné aux enseignants et aux élèves âgés de 16-18 ans qui sont en adaptation scolaire. Le thème traité est la sécurité au travail. Le guide est divisé en quatre parties; 1. conversation for two; 2. codes and symbols; 3. reading documents; 4. interview. Pour chaque partie, on précise les objectifs spécifiques, et l'on fournit de l'information pour l'enseignant et l'élève.

Type de document: d
Notice(s) connexe(s): 9870817, 9870819, 9870820, 9870821

EDUQ
8870818

QUÉBEC SCHOOLS

Meeting Individual Needs

INDIVIDUAL PATHS FOR LEARNING STUDENTS AGED 16-18

SECURITY IN THE WORK PLACE

Québec

EDUQ
8870818

INDIVIDUAL PATHS FOR LEARNING STUDENTS AGED 16-18

SECURITY IN THE WORK PLACE

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

© Gouvernement du Québec
Ministère de l'Éducation, 1988

ISBN: 2-550-14498-8

Legal Deposit — Third Quarter 1988
Bibliothèque nationale du Québec

Author: Deborah Gross, Educational Development Officer

Coordinator: Alain Bénitah, Direction des services éducatifs aux anglophones

Contributors:

Heather Mizener	South Shore Protestant Regional School Board
Erene Anthony	Protestant School Board of Greater Montreal
Rafic Dagher	Montreal Catholic School Commission
Paulette Losier	The Eastern Townships Regional School Board

The Direction des services éducatifs aux anglophones (DSEA) and the Direction de l'adaptation scolaire et des services complémentaires wish to thank all these individuals for their assistance in the preparation of this guide; their comments and recommendations have been greatly appreciated.

Members of the provincial sub-committee on Individualized Paths for Learning for students aged 16 to 18, were also consulted occasionally.

The DSEA is indebted to thank all the people who read and analysed this work, as it developed, and made valuable suggestions on form and content.

CONVERSATIONS FOR TWO

Intermediate Objectives

The student will explore the need for safety and security in the workplace by role playing conversations with a partner.

The student will respond to initial exploration of the issues by listening to and talking with peers, in small groups.

The student will interpret and evaluate the results of group work to begin to formulate the underlying principles behind the laws laid out by the C.S.S.T.

The student will examine the socio-cultural aspects of a law and some of the laws pertaining to safety in the workplace.

CONVERSATIONS FOR TWO

Part I - Teacher Information

Conversations For Two is much like role playing. The name is less threatening and students are less nervous about "acting" in front of the class. What they will, in fact, be doing is conversing for the class.

Students should be aware of two things at the onset. First, this is a purely expressive function of language and is as such, neither rehearsed nor committed to paper. Secondly, one of the conversations will be re-enacted for the class. It may be very similar to its first enactment, or again, be spontaneous.

This activity is intended to sensitize the students to the issues that are going to be discussed and covered in class in a way that allows them to explore, question and react personally. It brings students into the emotional realm of the subject. It also gives the teacher something to refer back to later on to return students to that emotional response.

Students at this point have had no instruction on this topic. This is your point of entry.

Students should remain seated, with a partner, preferably facing each other to ensure eye contact. Each pair of students is given a situation. Each student in the pair assumes one character in that situation. A conversation is initiated by one character and proceeds from there, each character both questioning and responding to fully discuss the issue. Two minutes are usually sufficient; otherwise conversation dies out or becomes repetitive.

After the initial conversation, students reverse roles and begin again. Often the same, or similar conversation takes place, however; sometimes previously untouched issues emerge.

When each student has had the chance to be both characters, ask them to redo be their best conversation for the class. As there are three situations only, they will need to be repeated. Depending on the class, random order could be used or all identical situations could be presented consecutively. Demonstrating a Coversation For Two, with the teacher initiating the dialogue, can be helpful at at the beginning if the students are unsure or confused.

Situations for Conversations For Two

1. At your job as a carpenter you are asked by your boss to climb a ladder that is unsteady and in poor shape in order to repair the roof. You are nervous about heights, but you do the job safely. Only after you have finished do you wonder whether you should have done it or not, or even whether you had to! That night, at home, you discuss this with a member of your family.

2. You refused to do a job at work because you thought it was too dangerous. You are fired and now want to take action and sue. Someone you worked with tries to persuade you that it isn't worth it, that you'll find another job.

3. A friend of yours at work almost died because another worker refused to help him out, claiming it was too dangerous. You and your friend talk about this after work.

4. Any other appropriate situation.

Part I - Student Information

1. Work with a partner

2. You will be assigned a "situation". Each of you will take the part of one of the people in the situation and have a conversation. There is no need to write anything down. One person starts and the other continues so that you have a realistic conversation. Try to keep talking until instructed to stop.

3. Change roles. Take the part of the other character. Again have a conversation just going where the dialogue leads you. This conversation need not be the same as the first one.

4. Choose the best conversation and "talk" for the class (of course it won't have to be exactly the same as what was originally said).

Part II - Teacher Information

All students who have had the same situation form a group. If the class is large, two groups will be more advantageous (4-6 students per group). The group task is to formulate a list of rules that should govern the particular situation of their conversation. A recorder must write down the rules.

As the recorder presents the rules of the group, the teacher should write them on the blackboard or overhead. This is a springboard from which to introduce the C.S.S.T. and the laws that govern safety and security in the work place. This could include a general discussion about the purpose of the laws, their socio-cultural aspects, and their protection of citizens.

CODES AND SYMBOLS

Intermediate Objectives

The students will examine the use of codes and symbols used as warnings in the workplace.

The student will compile and understand vocabulary helpful in the prevention of accidents and illness in the workplace.

The student will demonstrate his understanding of symbols and codes by creating his own safety warning.

CODES AND SYMBOLS

Teacher Information

All this is discussion done as a class with the use of blackboard/overhead.

1. Introduce the idea of the one word imperative or warning.
   A good way is just to use one word.
   E.g. Careful! Caution!
   Stop!
   Yield!

Discussion should include:

- When are imperatives usually used?
- Why are they used?
- What would happen if you didn't understand the language of command?

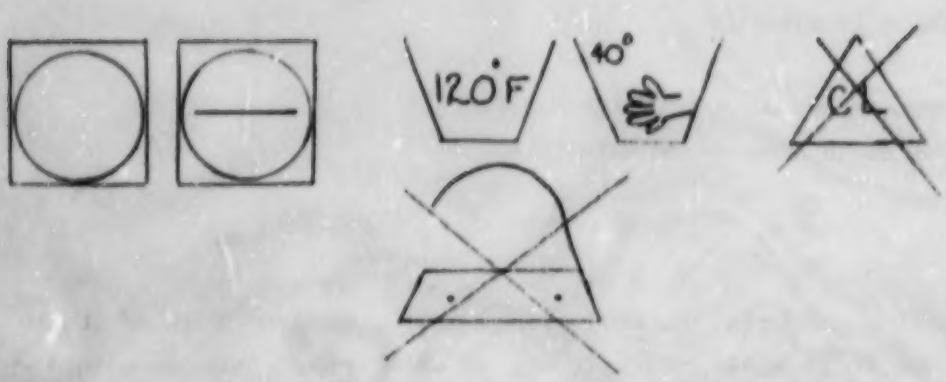
2. Discuss International/Universal Symbols. Give students examples. Can they identify them? Can they think of others?
   E.g.

Discuss!

- What makes a symbol universal?
- What are the advantages of symbols? Disadvantages?

3. Quiz students as a group by drawing on the board etc., washing symbols and instructions. Discuss their universality. Where are clothes made? Who buys them? Where?

E.g.



4. Ask the students to design three new instructions to be put on the label of clothing. They should signify the following.

a Do not spit on this T-shirt
b. Sisters are <u>not</u> allowed to borrow this garment
c. Wear with purple shoes only

5. Choose students to draw their labels on the blackboard.

6. Discuss with students some of the problems with these labels.
   E.g. . How does one signify purple without colour?
   . How do you differentiate between a sister, a daughter, a mother?

Students should arrive at this understanding: instructions and symbols must be clear and easily understood especially in a potentially dangerous workplace.

Hand out to students The C.S.S.T. Means Worker Health and Safety, on page 16. Read aloud to the class, or ask students to read individually, underlining difficult words and working with content clues and/or a dictionary.

Ask students to identify:

. The most important role of the C.S.S.T.
. Its duties in association with this.

Hand out to students HANDOUT #1, page 17. Remind them of their conclusions to #6 above. Students are to write clear, concise warnings to accompany the diagrams. They may use more than one word, but should be brief.

Students, at this point, are to work with a partner. They are to edit, improve, clarify warnings, check for spelling and effectiveness.

Discuss, as a class, the results, putting them on the board, inviting class participation. Are there any warnings that are not clear? How could they be improved?

Give students the vocabulary exercise, on pages 18 and 19. This vocabulary is essential to safety in the workplace, but also valuable for the remaining activities.

12. Give students HANDOUT #2, on page 20. In a short paragraph for each diagram using as much vocabulary as possible from #10, tell the story the pictures are describing. How are these relevant to safety in the workplace?

13. Have students read paragraphs aloud and discuss.

14. Students may work alone or with a partner. They are to design a small poster (8½ x 11) of a warning to be placed somewhere in the workplace. (In context, school could be considered a workplace - cafeteria warning? V.P. Office warning?) It could address one or more of the learned vocabulary. It must include text and diagram.

The CSST Means Worker Health and Safety

The Commission de la santé et de la sécurité du travail (CSST) is an agency with an essential role in Québec society. It administers the social contract that binds over two million workers and employers to exercise their rights and ensures they fulfill their obligations.

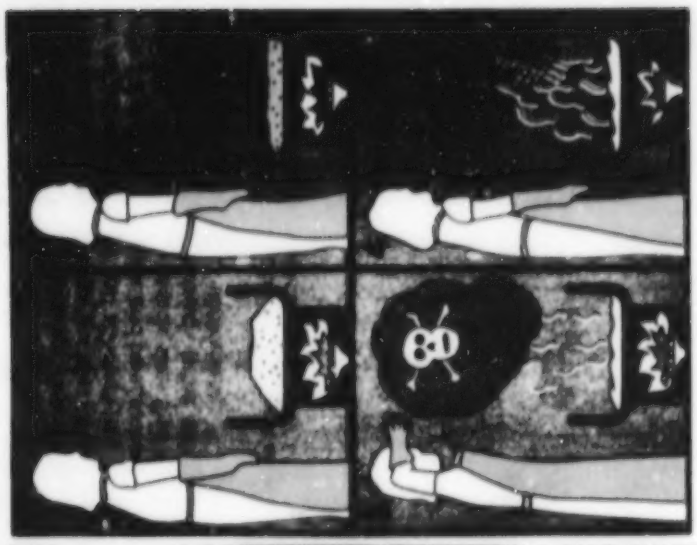
The CSST adopts this role, first and foremost, to prevent work accidents and occupational diseases and then to provide the services to which workers are entitled. Besides this social aspect of its mission, the Commission has an economic dimension in that it collects assessments from employers, manages funds, pays benefits and finances or subsidizes services.

Its specific duties are to:

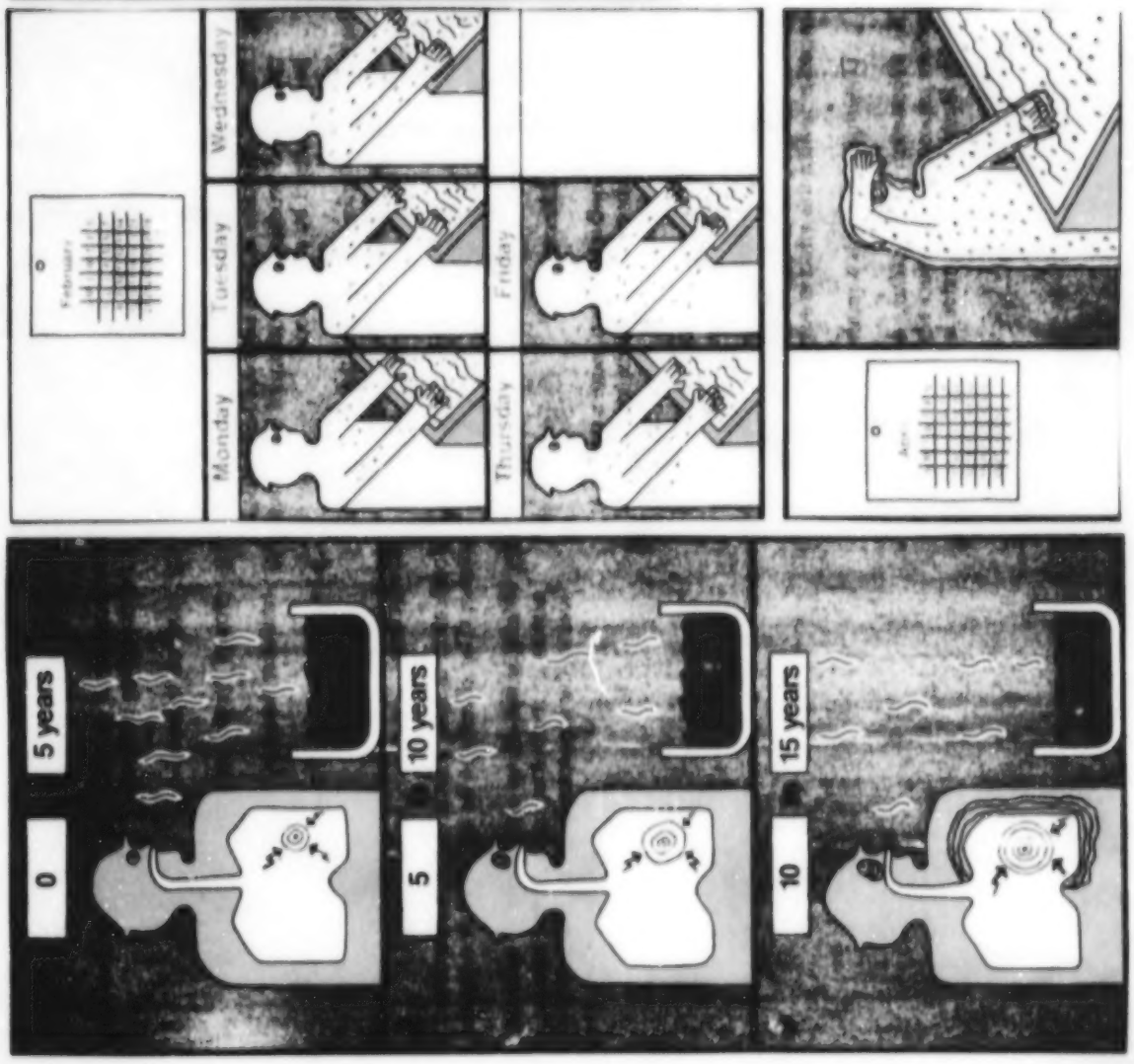
- Promote occupational health and safety;
- Assist workers and employers in their efforts to provide a healthier work environment and eliminate accidents, hazards and sources of occupational diseases;
- Ensure compliance with the acts, regulations and standards respecting prevention in establishments and on job-sites;
- Indemnify victims of work accidents and occupational diseases and provide them with the support they need in order to recover their health, resume their activities and return to work;
- Provide benefits to pregnant or breast-feeding workers eligible for protective re-assignment;
- Set and collect employer assessments, to finance its activities.

An analogy may be drawn between environmental protection and a high quality of working life: for both, the participation of citizens as a group is essential. Accordingly, the chief concern of the CSST is to rally to this cause all sectors involved: labour, of course, but also health, research, education and other sectors. It is with their help, that the CSST can fulfill its mission.

(Reprinted with permission from the C.S.S.T.)



HANDOUT #1
Reprinted from
Toxicological Index,
with permission from
the C.S.S.T.



VOCABULARY EXERCISE

Your vocabulary is made up of words that you use to speak and write. If you are not too sure of what a word means, then you cannot use it and it is not really part of your vocabulary.

The sentences in the exercises on the next page, each have an underlined word. These words need to be part of your vocabulary in order to be safe in the workplace.

There are at least two good ways to learn the meaning of unfamiliar or new words.

The first is, of course, to look up the word in the dictionary.

The second way is to use context clues. These are familiar words or phrases, in a sentence, that you already know. Sometimes these can help you to discover the meaning of a new word.

In the following seven sentences, using either a dictionary or context clues, write what you think the meaning of the underlined word is.

. Toxic chemicals, such as methyl benzene, must be used very carefully to avoid poisoning.

. Children's pajamas made of 100% cotton have been banned as too flammable causing death or severe burns to the wearer, if they catch on fire.

. The contaminant that poisoned the seafood has yet to be discovered.

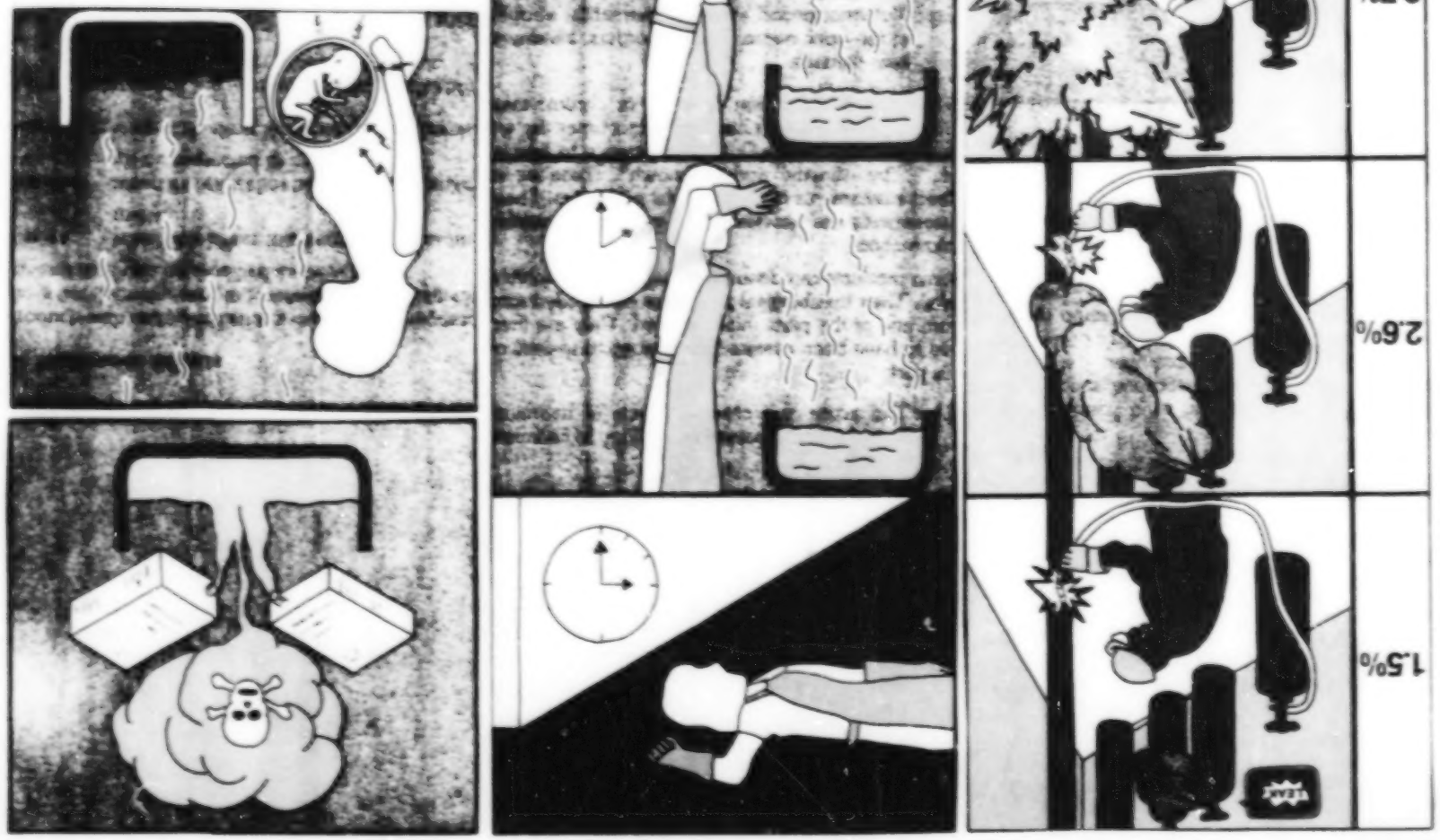
. Proper ventilation when working with strong substances is very necessary to avoid inhaling any harmful fumes.

. If you ingest a poisonous gas or liquid, you may be very ill.

. Auto-ignition, when a substance sets itself on fire, is very similar to self-combustion.

. Broccoli, cauliflower and cabbage seem to be the only things left that are not carcinogenic and cause cancer.

HANDOUT #2
Reprinted from
Toxicological
Index, with
permission from
the C.S.S.T.



READING DOCUMENTS

Intermediate Objectives

The student will explore written materials distributed by the CSST, using skills previously practised to investigate vocabulary words.

The student will respond to the written documents individually, following a prescribed format of guided reading.

The student will evaluate his conclusions within a group of his peers, discussing improvements and modifications.

The student will take part in class discussion based on his findings.

READING DOCUMENTS

Teacher Information

1. Hand out Keeping a Watchful Eye, on pages 27 to 29, distributed by the CSST. There is a guided reading exercise for students to accompany it. Students should work alone to read the article and complete the work that goes with it. They should be reminded to underline difficult words, using context clues or their dictionaries.

2. After completing their individual work, students should form a group of three or four to discuss, compare and modify their answers. They could compile a list of good ideas for Section B.

3. Responses to the guided reading should be discussed, as a class. Any problems with main idea or supporting details can be addressed now. The idea of puns and plays on words could be further explored, depending on the class.

Student Information

A. Read the first paragraph of Keeping a Watchful Eye and write the main idea.

The main idea is _____

The main idea of a paragraph is the most important idea. The rest of the paragraph is about the idea.

The main idea is stated in the topic sentence. The topic sentence is usually the first or last sentence in a paragraph.

Most paragraphs also have supporting details. Supporting details give more information or details about the main idea. They may be facts of examples or reasons to believe the main idea.

List two supporting details in the first paragraph of Keeping a Watchful Eye.

Supporting details:

a. _____

b. _____

For each of the paragraphs in Keeping a Watchful Eye write the main idea and list two supporting details. The paragraphs are numbered to help you.

B. The article on Keeping a Watchful Eye is divided by headings such as Threats to your Eyes, Eye Protection: see to it, With a Critical Eye, etc.

These headings are mostly plays on words. They take the ideas of eyes and eyesight and use words associated with vision to make jokes, or puns. An example is, Eye Protection: see to it.

Can you make other plays on words, illustrating other important areas of safety in the work place?

E.g. Your hands: Get a grip on safety!

Your hearing:
Your lungs:
Your skin:
Your fingers:
Pregnant women:

Text no. 1

KEEPING A WATCHFUL EYE

1.

Nothing is more precious than our eyesight. Through our eyes we perceive reality and our brain records most of the information we use to function normally. Losing your eyesight means no longer being able to watch a film or television program, appreciate a work of art, admire scenery, perceive the form or colour of objects, drive a car, make out the smile of those dear to you, or do your work. Losing your eyesight means groping about in an endless night. Even a partial loss of sight necessitates a readjustment in lifestyle. In fact, if your eyes are not in perfect condition, your whole perception of the world is changed and a number of life's pleasures are denied to you.

2.

The eye is as fragile as it is priceless. Composed of a complex network of highly specialized tissues, nerves, muscles and delicate blood vessels, it has natural defenses against minor dangers. The bones of the nose, forehead and cheeks protect it from large objects; eyelashes and eyebrows are effective barriers against dust and liquids, and eyelids and tears work as windshield wipers, protecting the eye from foreign bodies. The eyelid acts as a guard, closing as soon as the eye perceives danger. Although it is an extraordinary mechanism, the eye is not able to ward off the thousand and one dangers that it faces in the workplace.

Threats to your eyes

3.

Working with inappropriate lighting - lighting that is too bright or too weak - is undoubtedly the most common danger for your eyes. It tires the eye apparatus and causes discomfort, smarting, red spots, foggy vision and sometimes headaches. These problems are reversible, however, and usually not serious. They can easily be remedied by installing proper lighting. There are much more serious problems: every year, while at work, some 12,000 workers injure their eyes seriously enough to obtain compensation from the CSST. For nearly 100 of them, their accident results in permanent disability. For some, there is irremeable loss of sight in at least one eye, a tragedy that changes their lives.

4.

What are the numerous perils to our eyes and the consequences they have on workers' eyesight? First of all, there are mechanical dangers, i.e. flying objects that threaten the eyes (dust, fragments and splinters of all sorts of objects, molten metals and other materials). They cause various injuries such as irritation, scratches, tears, bruises and infections, which can result in a partial loss of sight; they can also cause much more serious damage such as hemorrhaging, burns, movement of the crystalline lens, shattering of the eyeball and rupture of the optic nerve. Chemical and biological products, gases, vapours and smoke, are also the source of many eye problems; they can cause irritation, infections, burns, sight problems, allergies and even destroy tissues. Radiation (ionizing, ultra-violet, infrared, microwave and laser rays) causes dizziness, eye fatigue, burns in the retina and cataracts.

5.

This rapid overview points out just how much our eyes are up against in many workplaces. Those most at risk are undeniably construction, forestry and factory workers, miners, those who work in the manufacturing sector and those who handle chemical products.

Eye protection: see to it!

6.

Most people think that protective glasses solve all problems. Unfortunately, that is not the case, because protective glasses are not always adapted to the job at hand. Several workers incur eye injuries because they are not wearing the appropriate glasses. Furthermore, many people are reluctant to wear glasses, especially if they have been poorly chosen. Thus, they are not the miracle solution.

7.

Most accidents can be avoided if a program for eye protection is set up. This means evaluating the risks present in a company by checking every source of danger, then taking the necessary steps to eliminate them.

8.

In certain establishments, however, given the very nature of activities, the formation of dust, splinters, smoke, gas, vapour and radiation cannot be prevented. In such cases, one must try and prevent these damaging particles

from reaching the eyes of the workers. Dangerous operating parts can, for example, be isolated by means of barriers, screens, shields or enclosures. These exist for several types of equipment, tools and machines. Where this solution is inappropriate, effective systems for ventilating, sucking up and clearing particles and dust must be installed. There are some exhaust mechanisms that can be attached directly to tools. To prevent splashes of chemical products, containers should be hermetically sealed and furnished with appropriate spouts. Ventilating hoods must also be installed wherever toxic products are being handled.

With a critical eye

9.

Even with the best prevention program, certain work has inherent risks for the eyes of those who perform it. That is where safety glasses and masks come into play. It is not a matter, however, of wearing any one of these products, in any situation. Choosing the right product is difficult because there is such a great variety of models available. You should not just buy a batch of glasses and distribute them to workers; they must be effective, comfortable and adapted to the job to be performed, but also suited to each worker, i.e. you must take into account the eyesight and the special needs of the persons destined to wear them. The basic rule when choosing such articles is to use your good sense and demand that the salespersons certify that they meet certain standards. Once you have determined which areas and jobs are dangerous, you must make it mandatory for workers to wear suitably chosen protective equipment.

The bare facts... for all to see

10.

As our eyes are precious and irreplaceable organs, it is absolutely necessary that employers and workers do everything possible to avoid injuries that could affect them. It is in their best interest to set up programs for eye protection, which in the only way to put a stop to the tragedy that is shattering the life of too many workers. Thus, everyone can keep their eyes - their windows on the world - intact.

(Reprinted with permission from the C.S.S.T.)

Teacher Information

The New Act Respecting Industrial Accidents and Occupational Diseases on pages 31 to 32 is the crux of the module as it contains the actual information that students need concernin, security in the workplace. Getting through it however, ray be difficult as there is a lot of mature reading.

The work has been divided into three sections. Each section can be done independently and not necessarily consecutively. Take it slowly to avoid information overload.

Text no. 2

THE NEW ACT RESPECTING INDUSTRIAL ACCIDENTS AND OCCUPATIONAL DISEASES

The new Act respecting industrial accidents and occupational diseases comes into force on August 19, 1985. This Act considerably improves the protection plan for workers who have an industrial accident.

Putting the accent on safety means seeking by all means to avoid industrial accidents. But safety is more than prevention alone. The new Act broadens the meaning of safety to include personal safety, and occupational and financial security for both accident victims and their families.

The Act protects the income of accident victims and affirms their right to return to work and their right to rehabiltation. These two rights are connected: each favours a return to self-sufficiency for workers injured in industrial accidents.

The Commission de la santé et de la securité du travail (CSST) is the agency administering the new Act. In this brochure, the CSST summarizes the Act's main points.

THE WORKER'S INCOME IS PROTECTED (Text no. 2 cont'd.)

The new Act respecting industrial accidents and occupational diseases applies only to accidents, aggravations, relapses and recurrences that occur on or after August 19, and to occupational diseases reported as of the same date. In all other cases, the old Act continues to apply and workers retain all their vested rights.

. A worker who cannot carry on his employment due to an industrial accident or an occupational disease is entitled to income replacement indemnities for as long as he has recovered and for as long as his physician deems an improvement in his condition forseeable.

. For the day of the accident, the employer must pay the worker the salary or wages to which he would normally have been entitled.

. If the absence lasts beyond the day of the accident, the worker is entitled for the first 14 days, to indemnities equivalent to 90% of his net salary or wages. The employer is required to pay the worker these indemnities, which are later reimbursed to him by the CSST.

. If the absence lasts for more than two weeks, the CSST pays the worker 90% of his weighted salary.

. If, after his return to work, the worker can no longer carry on the same employment and earns less than his employment, the CSST will pay him the difference in income.

. In addition to income replacement indemnities, if the worker has suffered permanent bodily injury, he is entitled to a lump-sum amount, determined according to the percentage of his permanent impairment and his age.

- Spouses, dependent children and, in some cases, the parents of the worker who dies as a result of an industrial accident or an occupational disease are entitled to death indemnities.

- The amounts of all these indemnities are indexed yearly.

Student Information

After having read pages 31 to 33, answer the following questions:

1. Each letter in CSST is the first letter of a word. What does CSST stand for?

   Everyone uses abbreviations like this. List three that you use regularly. What do the letters stand for?

2. The word Act means different things. In this brochure, what is another word for Act?

3. What would be an occupational disease associated with:
   - a daycare worker?
   - a high school teacher?
   - an aerobics teacher?
   - a zoo keeper?
   - a food taster?

4. What happens to a worker's salary if he cannot work because of an industrial accident or occupational disease? List three things.

ACCENT ON THE WORKER'S PHYSICIAN (Text no. 2 cont'd.)

An injured worker is entitled to choose his own physician and the CSST is bound by the opinions of the physician who thus takes charge of a worker. If the physician's opinions are contested, the CSST does not intervene in any way in the settlement of medical issues.

. The physician chosen by the worker makes the diagnosis and determines the amount of time needed in order for the worker to recover or for his state of health to stabilize.

. It is also the worker's physician who determines when necessary, the percentage of permanent impairment suffered by the worker and the disabilities that result from his accident or occupational disease.

. A physician designated by the employer may study the worker's medical record as concerns his industrial accident or occupational disease, make a summary of the record and report to the employer on it.

. If the employer contests the findings of the worker's physician, he may ask a physician of his choice to re-examine the worker, giving the latter reasons therefore. The worker must undergo such a new medical examination, but not more than once a month.

. If the employer obtains a report that contradicts the findings of the worker's physician, a referee physician, independent of the CSST, will settle the dispute. The opinion of the referee is binding on the CSST.

. The worker, like the employer, may appeal the referee's decision before a board of appeal called the Commission d'appel en matière de lésions professionnelles.

After having read page 35, answer these questions:

1. What is another word for physician?

2. You have been asked to be a referee physician in a case for the CBST. The patient is a woman who fell at work and hit her head. Her doctor says she cannot return to work because she is still suffering from dizzy spells. The employer's doctor says that it is not true. She just doesn't want to return to work. You have made your examination. Fill out the following medical report.

DATE:

DOCTOR'S NAME:

PATIENT'S NAME:

HISTORY OF THE INJURY:

SYMPTOMS:

DIAGNOSIS:

RECOMMENDED PROCEDURES:

SIGNATURE: _____ M.D.

ACCENT ON RETURNING TO WORK (Text no. 2 cont'd.)

The right to rehabilitation and the right to return to work are connected. rehabilitation enables a worker who has suffered permanent physical or mental impairment to exercise his right to return to work.

. The worker is entitled to resume his employment or an equivalent employment as soon as he is able. If unable, his employer must offer him the first suitable employment that becomes available in one of his establishments.

. The right to return to work must be exercised within a certain time period: within two years if the worker's firm employed more than 20 employees at the time of the accident, and within one year in other cases.

. A CSST rehabilitation counsellor, together with the worker, draws up a personal rehabilitation plan adapted to that worker's needs. The latter must take active part in the activities included in the plan.

. A rehabilitation plan may involve physical rehabilitation measures (such as ergotherapy), social rehabilitation (like adaptation of a residence) and occupational rehabilitation (like adaptation of a work station).

. The physician of a worker who is unable to carry on his usual employment may authorize the assignment of temporary work to the worker, if he considers the worker can do the work without danger and this work is beneficial to this rehabilitation.

After having read page 37, answer these questions:

1. Define rehabilitation. It is an extremely long word. What would be an acceptable abbreviation?

2. You have been injured at work. You hurt your back badly. Now you cannot walk around too much or stand comfortably. You can only sit with a special back support. You have been off work a month.

   Your company wants you back, but instead of working loading trucks, you will be sitting, doing paperwork.

   Write your journal entry, talking about your first day back at work. You should include how it feels to be back, how you feel about your new job, any pain you are suffering, etc.

REVIEW AND APPEAL (Text no.2 cont'd.)

All decisions of the CSST may be reviewed or appealed. As already noted, decisions on medical issues may be taken to arbitration, then appealed. The Commission d'appel on matière de lésions professionnelles rules on all appeals. This board of appeal is completely independent of the CSST.

. Any person who believes he has been wronged by a CSST decision affecting him has 30 days, after receiving notice of the decision, to apply for a review to a joint review office. Found in all regions, a review office is composed of an employer representative, a worker representive and a CSST representative.

. Any person who is dissatisfied with the decision of a review office or a medical referee may appeal to the Commission d'appel en matière de lésions professionnelles.

. All decisions of the above-mentioned board of appeal are final.

. The new Act maintains the principle of employer immunity against civil proceedings that could be instituted by one of his workers who suffers an accident.

. Any employer, like any worker, may always have access to his file at the CSST.

(Reprinted with permission from the C.S.S.T.)

Teacher information

This final section of the Act has no suggested written activities to accompany it. The information might be presented to students orally and discussed.

RIGHT OF REFUSAL

Teacher Information

This activity can really be talked up. There is plenty of room for exaggeration and fun. The key issue is the procedure. Yes, students have the right of refusal but they must develop and follow specific procedure. Discussion should follow as to why procedure is important.

Student information

The teacher has just asked you to read 15 pages of your text book and write a 3000 word essay for tomorrow. This could cause a heart attack, a sleepless night, no time for television. This is a dangerous situation.

Imagine that you had the right to refuse to do something that a teacher at school has asked you to do! Whatever it was would have to be very dangerous for you. In order to refuse you have to be sure that you are not putting someone else in danger or refusing something that is an expected part of being a student. Similarly, a teacher may also refuse to perform a task because of unsafe conditions.

1. Give an example of a "dangerous" situation in the classroom.
2. List procedures that a student would go through to exercise his/her right of refusal.

3. List the procedures of the teacher after the student has refused.

Now read Text no. 3 Right of Refusal, on pages 42 and 43, and answer the questions.

Text no. 3

RIGHT OF REFUSAL

A worker has a right to refuse to perform particular work if he has reasonable grounds to believe that it would expose him or another person to danger. However, he many not exercise this right if his refusal would expose another person to danger or if the conditions under which the work is to be performed are normal for that type of work.

When a worker decides to exercise the right of refusal, the following procedure must be followed:

The worker must immediately inform his employer or his immediate superior and give him the reasons for his refusal.

He must then remain at the workplace and perform any other work that his employer may assign to him if he is capable of doing it.

The employer must then contact the safety representative so that they can study the situation together and determine what corrective measures are required. If there is no safety representative, the employer must contact a union representative or another worker chosen by the worker exercising the right of refusal.

If the employer and the safety representative agree that the refusal is justified, the necessary corrective measures must be taken before the worker resumes his work.

If they decide that there is no real danger, the worker may resume his work or, if he maintains his refusal, request intervention by a CSST inspector.

If the employer and the safety representative cannot agree on whether a danger exists or the corrective measures required, either of them may request intervention by a CSST inspector.

The inspector's decision must be implemented immediately, even if the parties do not agree with it. The decision may, however, subsequently be appealed to the review office.

In certain cases, the employer may ask another worker to replace the worker exercising the right of refusal. However, he must inform the other worker that the right of refusal has been exercised and of the reasons given. This worker too may refuse to perform the work.

The worker exercising the right of refusal will continue to receive his salary. Even if he refuses to perform a task, he is considered to be at work. Similarly, any other workers affected by the work stoppage will continue to be paid. However, they too must agree to perform other work that the employer may assign to them if they are capable of doing it.

No sanctions may be taken against a worker on the grounds that he has exercised the right of refusal, unless he has abused this right.

For further information, please contact your regional CSST office: our staff is there to help.

Gouvernement
du Québec

(Reprinted with permission from the C.S.S.T.)

Questions - Right of Refusal

1. List the procedure a worker must go through to exercise his right of refusal.
   a.
   b.
   c.

2. List the procedures an employer must go through if a worker exercises his right of refusal.
   a.
   b.
   c.
   d.
   e.

3. Is your procedure for right of refusal in the classroom as clear as that set out by the CSST? How could you improve yours? How could you implement yours? Could your teacher refuse to follow your procedure because it was too dangerous?

INTERVIEW

Intermediate Objectives

The student will compose a directed line of questioning to fulfill a stated objective and present a specific point of view.

The student will employ transactional skills in the development of an interview for a public audience.

The student will develop a sense of audience.

Part I - Teacher Information

The preliminary conversations dealt with different points of view regarding safety in the workplace. The conversations were purely expressive and based on common sense or emotion, rather than any knowledge of safety laws or the CSST.

The final activity, the interview, also deals with point of view. However, the student has expanded his knowledge of safety and security in the workplace and is using the transactional function of language. The interview although in a fictional framework, is there to inform. The learning process should be very apparent, especially as the same pairs of students produce the first conversation and the final interview.

1. Hand out and introduce This is Me, on pages 51 and 52.

2. Although there are nine questions in the quiz, not all are valuable in finding out important information about someone. Which questions are less valuable and why? Discuss.

3. Discuss an interview. What format does it take? Are some questions more valuable than others or do some, as in This is Me, not really serve any purpose? A question must be valuable and worth answering. (Perhaps see a T.V. interview, listen to one on radio, or read a script of one in a magazine.)

4.Draw up a list with the class of what should be considered when designing interview questions.

They should:
- be effective and entertaining
- avoid yes or no answers
- let interviewee talk, draw out his views, say what he thinks

5.Students are now working with their original partners from Conversations for Two. Assign pairs their interviewee, so that topics are equally distributed. Go over each interviewee with the students so that they are clear as to the point of view and approach. At this point the teacher may want to refer back to the Conversation For Two to direct students' thinking.

6.a. Pairs of students are to draw up five leading, logical, appropriate questions to ask in the interview. They must remember the interviewee's personal involvement.

b. They then must formulate the answers to go with the questions, being sure that they represent a consistent point of view and demonstrate a knowledge of the law.

c. A framework for the interview is necessary. Who is the interviewer? A radio or T.V. personality, a student, a newspaper reporter?

d. Write the opening and closing.

Ideas for questions: How do laws affect you?
Are they necessary?
. Do they need to be changed? If so, how?
. What should the public be aware of?

N.B. It must be remembered that the interviewee knows the law - the interview is for the public; they must be informed. This could be an introduction.)

Interviews

1. Michelle Tremblay
   - age 36 - lawyer
   - Commission de la santé et de la securité du travail
   - instrumental in formulation of the Act.

2. Jean Desmarais
   - age 49 - foreman, construction
   - very experienced
   - very well respected by workers
   - very dedicated to production and meeting deadlines

3. Richard Laurent
   - age 28 - bartender
   - back injury sustained at work from overuse and lifting heavy objects
   - receives compensation

This is Me

This is a quiz that we are doing for enjoyment and interest. Your reaction to certain types of questions posed here will be discussed after you have completed this activity. For each question given, select the answer that comes closest to your own views. Some quiz questions will ask you to write your own individual response.

1. What are your favorite colours? Give three (3) in order of preference.

2. What colour do you like the least? Can you give a reason why?

3. I am happiest:

   a) when I'm alone
   b) when I'm with friends
   c) when I'm with family

4. Has your attitude towards your family changed from two (2) years ago? Select the answer that comes closest to your own views.

   a) Yes, I am becoming more interested in my friends.
   b) Yes, I am having more arguments at home.
   c) Yes, but my parents seem to be changing, not me.
   d) Not really, things are pretty much the same.

5. Can you say what each of the following words means to you?

   a) responsibility
   b) freedom
   c) authority
   d) fair/just

6. Look back at your response to question number 5.
   Which of those qualities on the list would you like to see playing a bigger role in your life? Briefly explain why.

7. If you could change yourself in any way, what would you change?

8. My future goals are:

   a) Very clear to me.
   b) Very clear now, but these goals might change.
   c) Not clear at all, although I'm beginning to know what I like and dislike.
   d) Change from day to day.

9. Circle any three (3) words in this list that you would say are part of your personality:

a) kind
b) private
c) talkative
d) intelligent
e) possessive
f) fun-loving
g) sensitive
h) trusting
i) suspicious
j) greedy
k) pushy/bossy
l) insecure
m) giving
n) curious
o) argumentative
p) co-operative
q) lazy
r) devilish
s) immature

(Taken from Talking Means... Ministère de l'éducation, 1985)

Part II - Teacher Information

1. Three pairs of students, all representing a different viewpoint (a different interviewee) form a group. Each pair rehearses for the others, taking the opportunity to comment, edit, modify and improve. This peer feedback will help students to clarify and sharpen their viewpoint. These three pairs will present together. The sixsome forms an entire unit, presenting all three viewpoints explored in the assignment. Students should work together to perfect all three interviews in their group, perhaps working toward coherence and continuity between the three interviews. E.g. a well known radio station or T.V. show.

2. Students may either:

   a. tape interviews (perhaps using music, etc.) and play for the class

   b. perform interviews for the class, formally, from the front of the room in groups of six, using one prop and one set. It will be necessary to explain the difference between a prop and a set. E.g. a micophone is a prop, but a radio station logo on the wall is part of the set.

3. Have students complete the Checklist for Interview on page 54, after their practice, but before their presentation, i.e. while there is still an opportunity to make last minute changes.

CHECKLIST FOR INTERVIEW

A. Does your interview
   1. Show knowledge of the Act?
   2. Have a logical sequence of questions?
   3. Have a consistent viewpoint?
   4. Have an introduction and a conclusion?

B. Is it
   1. Long enough to show what you know?
   2. Rehearsed enough?
   3. Interesting for the audience?

C. Do you
   1. Speak loudly and clearly so that everyone can understand you?
   2. Use vocabulary appropriate for your characters (both the interviewer and interviewee)?
   3. Feel comfortable in front of the class?

D. 1. Do the group interviews fit well together and offer different points of view on the same topic?
   2. Is there some continuity between the three interviews?

Gouvernement du Québec
Ministère
de l'Éducation

18-1541-01A
8689-549